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ABSTRACT

This module on basic concepts and principles about managing instruction and their applications in the classroom is the seventh of 11 modules in the set, Introduction to Teaching Adults. Designed to meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspondence study is cited in module 1.) All modules except the first are designed to be used in part in conjunction with an audiotape. The purpose of the module is to help teachers establish a good learning climate for adults, work with them in refining instructional objectives, and provide an appropriate sequence of activities that will enable adults to learn effectively and efficiently. It discusses elements of adult instruction and the four steps in the process of managing instruction--establish climate, refine objectives, provide events of instruction, and assess achievement. (YLB)

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INTRODUCTION TO TEACHING ADULTS

MODULE 7

MANAGING INSTRUCTION

Prepared by:
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The University of British Columbia
1981

CE 030 321

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MODULE 7: MANAGING INSTRUCTION

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MODULE 7

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ABOUT THIS PROGRAM

This series of modules was developed by the Division of Adult Education and the Centre for Continuing Education of the University of British Columbia under contract with the Ministry of Education of the Province of British Columbia. The series was developed under the direction of Gary Dickinson, and Sandy McGechaen supervised the production.

The eleven modules in the complete program are:

Level I

1 Guidelines for Teachers of Adults

Level II

2 Using Instructional Techniques
3 Using Instructional Media
4 Using Evaluation Instruments

Level III

5 Designing Instruction
6 Writing Instructional Objectives
7 Managing Instruction
8 Enhancing Motivation

Level IV

9 Understanding the Adult as Learner
10 Understanding the Learning Process
11 Continuing Your Development

MODULE 7: MANAGING INSTRUCTION

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INTRODUCTION

The purpose of this module is to introduce some basic concepts about instruction and to suggest ways in which they can be applied to help adults learn. When you have completed this module, you should be able to establish a good learning climate for adults, work with them in refining instructional objectives, and provide an appropriate sequence of activities that will enable them to learn effectively and efficiently.

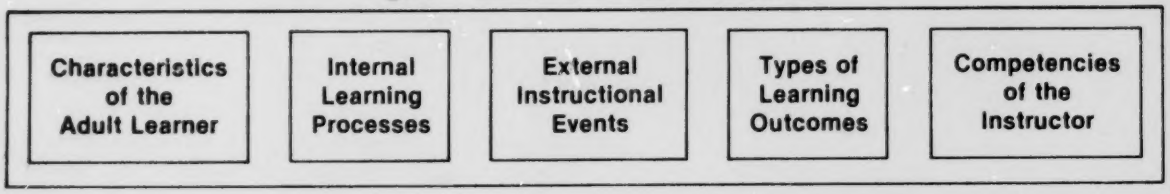
The booklet presents some basic concepts and principles about managing instruction and discusses how they may be applied in the classroom. The cassette focuses on establishing a climate for learning, and you'll be asked to listen to it part way through the module. The tape tells about how some experienced instructors go about establishing an appropriate physical, psychological, and social climate for adult learning.

ELEMENTS OF ADULT INSTRUCTION

Managing instruction requires knowledge of five basic elements, most of which were discussed in previous modules. They are reviewed here, and then their effects on the process of managing instruction are shown.

The five instructional elements are shown in Figure 1. In viewing Figure 1, think of the outside frame as representing all of the concerns of adult instruction. The five elements within this frame do not occur in any particular order, but could be placed anywhere within the frame.

Figure 1: Elements of Adult Instruction



The ninth module in this series deals with the first element noted in Figure 1, the **Characteristics of the Adult Learner.** It discusses the differences between the pre-adult and the adult learner. In summary, that module treats six major adult learner characteristics. These are:

1. Adults have a broad experiential base. They bring a wide variety of interests, attitudes, education, family responsibilities, occupations and ages into the instructional setting.

2. Adult learners possess a more independent self-concept than pre-adult learners. They tend to be more autonomous and more self-directed.

3. Adult learners have developmental tasks, and their readiness to learn is based on their current developmental tasks.

4. Adult learners are interested in the immediate usefulness of new knowledge. They learn largely in response from pressures and problems existing in their current life situation.

5. Adult learners do not consider learning as their primary role. Instead, learning is viewed as subsidiary to their other social roles. Thus, adult learning activities are usually part-time, irregular, voluntary, and spread over many years.

6. Adult learners experience varying physiological changes as a result of the aging process, such as reduced vision and hearing.

The above six characteristics differentiate the adult learner from the pre adult learner, and all adult participants display these characteristics to varying degrees.

The second element of instruction is the **Internal Learning Processes.** Since instruction is the set of events designed to initiate and support learning, the instructor must be familiar with the internal learning processes occurring within the learner in order to plan the external events of instruction that activate those processes. In Module 10 both the structures and the learning processes which occur within these structures are discussed. Learning processes are summarized in Figure 2 in this module.

The third element of instruction is the **External Instructional Events.** These events are also noted in Figure 2 and are arranged to correspond with the learning processes. The major portion of this booklet will be about these events of instruction. For the moment, you might think of these events as the ideal activities the instructor can provide to aid the learner's progress through the eight processes of learning.

The fourth element of instruction is the **Types of Learning Outcomes**, which are detailed in Module 10. All learning can be categorized into one of these five types of outcomes. Once the behavior is categorized, the type of learning outcome can be used to identify which of the learning processes require emphasis and thus provide priorities for instruction.

The fifth element of instruction is the **Competencies of the Instructor.** Although many lengthy lists of instructor competencies have been suggested, they are limited here to three major areas: (a) interpersonal skills; (b) content knowledge; and (c) skills of designing and managing instuction.

Traditionally, an instructor has been concerned with only one of the learner's needs — acquiring knowledge. Adult education, however, has tried to broaden the instruction-learner relationship. Today it is recognized that the emotional confusion which is felt by many learners is a legitimate concern of the instructor. In order to recognize and assist a learner through an emotionally trying time, an instructor needs certain interpersonal skills to establish and maintain good relationships.

The interpersonal skills and attitudes needed to assist learning by the "whole person" were summarized by Carl Rogers into three qualities. The first and perhaps most basic of these essential attitudes is realness or genuineness. This requires the instructor to be himself and not put on the mask or role of "teacher". The second attitude is a non-possessive caring for the learner. It involves accepting the learner as a person and having a basic trust or belief in another human being. The third attitude needed by the instructor is empathic understanding or the ability to stand in a learner's shoes and view the world through his eyes.

Figure 2: Relations Between Learning Processes And Instructional Events

Learning Processes	Instructional Events
1. Motivation	Activating motivation; Informing learner of objectives.
2. Attention	Directing attention.
3. Rehearsal	Stimulating recall; Providing learning guidance.
4. Storage	— — — — — — — — —
5. Search and Retrieval	Enhancing retention
6. Transfer	Promoting transfer of learning.
7. Performance	Eliciting performance.
8. Feedback	Providing feedback.

In addition to these interpersonal skills and a knowledge of the subject matter, an instructor must know how to sequence the content (design instruction) and how to deliver it (manage instruction). The approach to designing instruction presented in Module 5 had four basic steps: (1) specification of instructional objectives; (2) identification and arrangement of learning tasks; (3) selection of instructional techniques and devices; and (4) development of evaluation instruments.

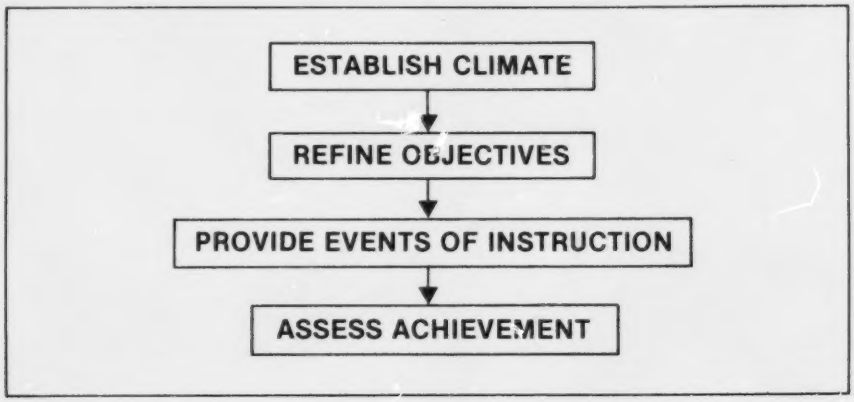
Now that the process of managing instruction has been placed in context, the rest of this module will show how the five elements of adult instruction are carried out in the classroom.

PROCESS OF MANAGING INSTRUCTION

The management of instruction begins when the instructor meets the participants. The instructor's task is to implement the instructional design by providing a series of external events that will promote learning.

The following steps are the components in managing instruction:

Figure 3: Process of Managing Adult Instruction



Establish Climate

The initial step in meeting a new group of students is to establish a climate for learning. In doing this, the instructor needs to consider the physical setting of the classroom, the psychological or personal relationship between the instructor and the student, and the social climate within the group of participants. These three factors in establishing a climate for learning are discussed by several experienced instructor's on the cassette. *Listen to the cassette now*, paying particular attention to the things that an instructor can do to establish a good physical, psychological, and social climate.

Refine Objectives

Once the instructor and learners have met and established a climate for learning, the real concerns and interests of the participants must be discovered, and objectives for the program reviewed and revised if necessary.

Before meeting the learners, the instructor wrote instructional objectives for the program. However, if the instructor did not know the participants prior to designing the instruction, the design, including the instructional objectives, should be viewed as changeable. This will enable the instructor and participants to redesign the objectives at the first meeting.

Because there is a wide range of differences among adult learners, many prominent adult educators suggest that the design of instruction should occur only when the instructor meets the group. However, some adult education programs, especially in the vocational area, have a prescribed curriculum which limits the instructor's flexibility in allowing the participants to determine their own objectives. Furthermore, many instructors do not feel comfortable with this participatory approach until they have taught a program a few times.

The most effective approach seems to be a

combination of systematic design prior to meeting the learners, combined with an attitude of flexibility and openness to revise the objectives after meeting with the learners. Based on the instructor's views, capabilities, and prior knowledge of the participants, a list of several possible objectives could be composed. During the first session, this list of potential objectives could be distributed to the learners to assist them in recognizing areas they might not have known about. The learners should be encouraged to discuss these as well as to add their own objectives, with the instructor serving as a guide and content resource. From this discussion, the final instructional objectives can be established as a collaborative effort. This discussion will make future learning activities of the group more meaningful, as people tend to feel committed to a program, to the extent that they have participated in the planning.
If the instructional objectives are changed from those originally planned by the instructor, the instructor should redesign instruction prior to the second class meeting.

When a list of objectives has been agreed upon, the instructor must then identify which learning tasks are already known by the participants. This can be accomplished by questioning, such as, "Are you familiar with . . .?" By identifying the appropriate position or level among the learning taks, the instructor establishes where to begin. This assessment at the beginning of each objective will give the instructor the information necessary to provide the most appropriate instruction for a particular group of learners. This saves considerable time and effort because learning tasks that are already known do not have to be repeated.

Provide Events of Instruction

Once the climate has been set to enhance learning and the instructor has identified where to start, instruction can begin. Instruction consists of a series of events, each of which has a distinct effect upon the learner. These events engage the learner's attention, provide the learner with information and feedback, present the essential stimulus for learning, stimulate the learner's recall and ensure that the learner gets practice in what has been learned. The general function of instruction is to ensure that the timing and sequencing of the events internal to the learner is proper for learning, retention, and transfer. The specific function of the external events which correspond with the eight learning phases shown in Figure 2 are described in the following pages.

1. **Activating motivation:** The motivation of human behavior is a large and complex subject and only a small amount will be treated here. Module 8 covers motivation in more detail.

   There are many kinds and sources of motivation, so the task of the instructor is to identify the motives of the participants and then channel them into activities that will accomplish the instructional objectives. The desire to master a task or to achieve success appears to be one of the most dependable motives on which to base the management of instruction. Different motives may play a part in learning on particular occasions.

   The initial events of a lesson are usually designed to arouse the motivation of the learners. The instructor must continually devise ways of making instruction relevant to the learner's interests. The learning activities should satisfy the participants' needs, be meaningful, and immediately useful. Learners generally progress only as far as they need to in order to achieve their own purposes. However, with continuous success in learning activities, learners may experience increased motivation and go on to learn beyond their original purposes.

   This event of instruction can be omitted when the motivation of learners is obviously high or when the learning task ties in with known participant motivations. For much of instruction, though, and especially in teaching attitudes, it is an event of high importance, as learning is more rapid when motivation is strong.

   The most generally applicable and effective approach to attitude learning is the method of **human modeling.** In brief, this method means that the learner identifies

with a respected or admired person such as an instructor, a prominent or popular figure on television or in sport, or even a fictional hero. The learner observes his model demonstrating the desired choice of action and seeks to 'become more like' his model by demonstrating the same behavior.

The saying 'Do as I say, not as I do' is ineffective in the teaching-learning process because an instructor is usually a human model to his learners. His performance must match his words if his credibility is to be maintained and participants are expected to learn the desired attitudes.

2. **Informing the learners of the objectives:** Upon beginning a learning task, an instructor should relate it to the instuctional objective, or what the learners will be able to do when learning is completed. This will help increase the motivation of the learner by showing him how the present task will assist his performance when learning has been completed. For example, in a prenatal class an instructor could say, "We are now going to discuss the onset of labour. Following this session, you will be able to differentiate false contractions from true contractions and know the other signs of true labour. With this information, you will know when it is time to go to the hospital for delivery."

3. **Directing attention:** The third instructional event activates the attention and selective perception of the learner. The instructor directs the learners' attention to the object that is to become the stimulus in a learning task. This event should be emphasized when the learning outcome is verbal information.

   Since many of your participants arrive at class after a full day of work, several different means of arousing attention and directing selective perception may be necessary. In oral presentations, variations in the loudness and tone of speech sould be used as well as statements such as, "Now look at this . . ." Gestures, such as pointing to an object can be equally effective. When the information is presented in printed form, attention may be directed to particular concepts by using variations in type, colour, and underlining. Other devices, such as pictures or diagrams may also be used to direct attention. The selection and use of these devices should be appropriate to the changing physical characteristics of the adult, particularly the decline in vision and hearing.

4. **Stimulating recall:** This one additional event of instruction is required before new learning occurs. Previously learned capabilities that are relevant to the new teaching task need to be recalled before new learning can begin.

   An adult's ability to recall information depends on the strength of the initial impression and on the factors operating to erase it. The strength of the impression depends on intensity, frequency, and importance to the learner. The factors that erase the impression include the passage of time and the activity that follows the exposure. If recall is stimulated shortly after learning, however, the amount forgotten is reduced.

   Recall can be encouraged in two ways. One means would be to stimulate **recognition** of what has previously been learned, for example, "You remember what the four basic food groups are?" If the erasing factors such as passage of time might prevail, more than a simple reminder might be required. In such instances, an instructor might wish to have the students actively **recall** the prerequisite capabilities. For example, the instructor could say, "Please list the four basic food groups." This list can then be checked by the participants, with feedback from the instructor, to insure that all learners have retrieved the necessary capabilities from their memory. Because there is a broad range of experience and individual differences among adults, recall is preferable to recognition if the instructor is unsure that some participants have learned the necessary prerequisites.

5. **Providing learner guidance:** Once the necessary prerequisite knowledge has

been recalled, new learning can occur. The amount and type of instructor guidance needed depends mainly on two factors; the individual participant's capacity to grasp the new knowledge or skill, and secondly, the type of learning outcome sought.

Three general forms of learning guidance are guided discovery, prompting, and imagery. For a group of 'bright' learners, the instructor may find it desirable to provide a minimal amount of guidance, thus using the technique of **guided discovery.** Using this technique, verbal directions would suggest rather than specify the outcome.

For somewhat less able learners, guidance might take the form of hints or **prompts,** which carefully avoid giving away the complete answer. The learner's thinking is directed by prompts until the essential performance is achieved. The effect on this guidance may be to speed up the learning by channelling the learners' thinking. Even though the learning is more guided, the learner actively produces the responses rather than simply responding to them in a predetermined way.

A third form of guidance may use images as well as words. Pictures, diagrams, and graphs may be used to provide concrete visual images. Alternatively, the use of images as coding schemes can simply be suggested to learners, who then form their own image.

The second factor influencing the instructor's guidance is the type of learning outcome. Guidance should receive greater emphasis if the learning outcome is verbal information or a motor skill.

When the learning outcome is **verbal information,** information should be presented within a meaningful context. Several specific images may be used to provide this meaningful context, One way is through **advance organizers.** This is accomplished by placing the new material within a larger framework of knowledge already familiar to the learners, such as was done in Figure 1 of this booklet. These advance organizers are presented before the new information is given. The learners can then place the isolated facts and generalizations to be learned into a larger, already meaningful context.

Several strategies can also be used to ensure **meaningful coding of names and labels.** Names and labels can be associated with similar previously learned names and labels, or they can be clustered together in categories already familiar to the learners. They can also be placed within larger structures such as sentences to facilitate coding. Sentences could be provided by the instructor, or learners could form their own. The latter is often preferred, as learners can devise sentences more meaningful to themselves than those given by the instructor.

Another kind of meaningful context may be provided by an **image,** usually a visual image. This can best be accomplished by suggesting the *form* of the imagery to the learners rather than providing an actual picture or diagram.

Whatever method is used to activate coding, the function served by this event is obviously to transform a non-meaningful stimulus into one that is associated with meaningful information already available to the learner.

Turning to a different type of learning, it is evident that guidance is critically important in learning motor skills. Various means of guidance can facilitate the learning of these skills. One such means is **verbal instructions** which provide cues for learning steps in a procedure. As learning progresses, the learners may rehearse these verbal instructions and use them as a guide to direct their own performance.

Moving or still pictures of the movements involved in a motor performance may also serve functions similar to those of verbal instructions. Often pictures or diagrams can accomplish these purposes more effectively than verbal instructions.

Still another means of learner guidance for motor skills is an actual **demonstration** of the motor skill by the instructor. The

steps in the sequence of movements can be acquired by learners as they observe the act of a skilled performer. Learners may also accomplish a substantial amount of motor skill learning by engaging in **mental practice or mental rehearsal** after watching a demonstration, by actively imagining the movements involved.

There are many means of providing learning guidance as noted above. Perhaps the most general characteristics to be sought in learning guidance is its orientation to the objective. In whatever form guidance is presented, its purpose is to ensure that the learner can later recover what he has learned and display it as some kind of performance. It is essential to include examples of situations which will later be encountered by the learner.

6. **Enhancing retention:** This event is necessary to activate the process of recall, and should receive special emphasis when the learning outcome is a motor skill. Thus, an instructor should make provisions for repeated practice of the motor performance to ensure smoothness, correct timing and precise movements.

   Adults typically learn more effectively when they set their own pace. Among a group of adult learners, there may be a great variety of preferred speeds. If an adult is forced to proceed much faster or slower than his preferred pace, his learning effectiveness usually declines. Thus, provisions must be made for slower and more rapid learners as well as for those with average abilities.

   In most cases, short periods of practice allowing the learners to progress at their own rate of speed, followed by short rest intervals, results in the best learning. This pattern is referred to as **spaced or distributed practice.** It tends to aid retention better than **massed practice** involving long periods without interruption. Practice sessions should be spaced over days or weeks following the initial learning. Spaced practice sessions must also be continually watched by the instructor and halted immediately if incorrect performance is demonstrated, in order to avoid incorrect learning.

7. **Promoting transfer of learning:** Two kinds of transfer exist, vertical and lateral. **Vertical transfer** refers to intellectual skills of a lower order being transferred to a higher or more complex level. The transfer to more complex skills depends primarily on the prior learning of the simpler skills. The basic skills must be mastered before transfer to the higher order skill can occur. As each learning task begins, the instructor should include questions or problems which both probe for the presence of these prerequisites capabilities, and make sure they are currently available in the learner's working memory.

   The second type of transfer, **lateral transfer,** applies to both intellectual skills and cognitive strategies. Lateral transfer is the application of what is learned to new situations which differ slightly from those in which learning has occurred. This type of transfer is aided by providing novel tasks for the learners which are spaced over time and call for the use of what has been previously learned.

   Thus, provisions need to be made for encouraging learners to apply new learning in as great a variety of situations as can be created. Spaced reviews should include a variety of examples. They should also include a variety of contexts in which the learning occurs. The more broadly-based a learned capability, the better chance it will have to transfer to new and different situations. The usefulness of any learned capability will be increased if it is practiced in as wide a variety of situations as possible.

8. **Eliciting performance; providing feedback:** Regardless of how simple the performance may appear, provisions must be made by the instructor for the learners to demonstrate their newly learned skill. This event is usually thought of as a final action to the learning task, and should not be confused with the behavior demonstrated during practice. Final or terminal performance provides evidence to the instructor that the learner has or has not achieved the learning task.

This display of performance needs to be closely coupled with feedback. Although some feedback occurs throughout the practice sessions, final feedback usually only indicates whether the learner has or has not achieved the expected performance level.

Performance and feedback, along with the activation of motivation are the critical features in establishing or modifying an attitude. Although attitudes may be formed and changed in several ways, the principles of **reinforcement** play an important part in attitude learning. Regardless of how an attitude is originally introduced or communicated, its establishment depends on the occurrence of reinforcement of the personal action concerned. For example, an adult who has completed a quit-smoking program may have acquired an attitude against cigarette smoking. His attitude will be strengthened when he receives social approval for not smoking. This attitude may also be strengthened when he sees "No Smoking" signs in public buildings and when he experiences an increased tastiness in the food he eats. Thus feedback does not always need to come from the instructor.

It is also true that people tend to like what they do well. People who have learned to be skillful at certain activities acquire strong positive attitudes toward these activities. This experience of success is a powerful factor in establishing positive attitudes. Conversely, the absence of success often leads to negative attitudes of dislike for an activity. Thus the learning tasks and instructional objectives should be attainable by all learners for attitude change to be successful.

The above eight events of instruction typically occur in the order given and correspond to the order of learning processes. The amount of emphasis given to each event will depend on the type of learning outcome and the individual differences among the learners.

Mature learners are likely to approach the learning situation with motivation already well established. They may be able to realize immediately what the expected outcomes of learning should be. They have learned to perceive the stimulus selectively. They may make provision for their own performances, and are capable of providing their own feedback. As a result, some events may be eliminated or receive less emphasis for sophisticated learners. Not all learners, however, have these abilities. Hence, the instructor must know each learner's capabilities and provide the appropriate emphasis for each event according to the learner's ability as well as the type of learning outcome.

Assess Achievement

Throughout the management of instruction, the assessment of achievement or evaluation occurs. Unless good reasons suggest otherwise, instruction should follow the preconstructed design. Changes may be warranted, however, if aspects of the design are found to be ineffective or impractical. For example, if the original objectives were not appropriate to the learners' needs or the learners required more practice, changes might be needed. A program is not necessarily successful simply because the processes were implemented as planned. The instructional processes are means to desired ends, not ends in themselves.
An instructor should record any changes that are made throughout the program. Thus, upon completion of the program, a description of what led to demonstrated outcomes is available. A comparison of planned and actual instructional events can then be made and will be useful in explaining the reasons for the observed results.

The evaluation plan prepared prior to the program offering (discussed in Module 4) should be implemented throughout the instructional process. The data from these instruments will give the instructor feedback regarding the soundness of his program. From such information the instructor can find out about the degree to which the objectives were achieved, the nature of any anticipated outcomes, and suggestions for instructional improvement.

ASSIGNMENT

Your responses to the following questions may be submitted on paper, or you may record them on a blank tape cassette.

1. Think about a course that you have taught recently or will soon be teaching. What specific things could you do to establish a good physical, psychological, and social climate for learning?

2. This booklet described eight events of instruction beginning with activating motivation and ending with eliciting performance and providing feedback. What specifically did you do to provide these events in a lesson you have taught recently? What changes could you have made that would have done a better job of providing these events?